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ABSTRACT

Offered within the context of proposed legislation affecting matriculation and assessment in California's community colleges, this report analyzes current assessment practices and basic skills programs in the Kern Community College District (KCCD) and offers options and recommendations for improvement. Chapter 1 provides an introductory discussion of the need for student assessment, the proposed matriculation legislation, and assessment practices at other colleges. Chapter 2 looks at assessment in the KCCD, focusing on catalog statements regarding testing services; registration procedures at each college; and reading, writing, and mathematics assessment practices and standards. After chapter 3 reviews skills prerequisites for KCCD courses, chapter 4 considers basic skills courses and enrollments in the district. Finally, chapter 5 reviews options and offers recommendations. Appendices include an overview of assessment at the colleges and data on KCCD courses with and without prerequisites. (AYC)

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THE OPEN DOOR REVISITED

ASSESSMENT
PLACEMENT
CURRICULUM
MATRICULATION

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KERN COMMUNITY COLLEGE DISTRICT
BAKERSFIELD COLLEGE
CERRO COSO COMMUNITY COLLEGE
PORTERVILLE COLLEGE

OCTOBER, 1985

JAMES C. YOUNG, CHANCELLOR

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JC 850 579

ASSESSMENT-PLACEMENT-BASIC SKILLS

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OCTOBER, 1985

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CHAPTER 1

INTRODUCTION

INTRODUCTION

THE NEED FOR ASSESSMENT

In Promises To Keep, the 1983 California Postsecondary Education Commission report on Remedial Education in California's Public Colleges and Universities, the point is made that in 1983 80% of colleges in the United States admit anyone who applies. This is a surprising statistic that reflects the national commitment to openness and equal opportunity, as well as the impetus from the democracy of the land grant colleges, and the enormous growth of community colleges since World War II. This percentage is not only surprising; it requires some interpretation for California higher education.

For example, in California since the inception of the Master Plan for Higher Education in 1960, the intention has been for the University of California and the California State Universities and College systems to be selective. The University of California was to get the top 12½% of high school seniors; the State Colleges to get the top 33 1/3%, and the community colleges were to enroll all who could profit from instruction. In practice this has meant that all students admitted to the University of California or California State Universities and College systems have had their scholastic achievements and aptitudes evaluated and the decision to admit or not admit have been based on these evaluations. The California Community Colleges, on the other hand, have, by law, been open to all "who can profit from instruction."

The consequences of admission policies naturally reflect on who will be served, and what shall be taught. Highly selected student bodies such as Harvard, Stanford or the University of California, have educational needs and expectations that are significantly different than those *of* students enrolled at one of the Kern Community College District colleges simply because the average academic aptitude of the two student bodies is so significantly different. A college that admits the total universe of students is going to have different curricular problems and patterns than one that is highly selective.

It comes as a mild surprise then to find from Rouche's report on Low Achieving Students (1984) that not only two-year open door colleges, but also more selective four-year colleges and universities admit a significant number of students in need of developmental assistance before they can enroll in certain freshmen level courses. Rouche reports that in the University of California System in 1975, 50% of freshmen required a remedial writing course. At Stanford in 1976, 50% of freshmen were getting help at the Learning Assistance Center. Rouche goes on to note that in 1984, 30-40% of entering freshmen in the United States read below the 7th grade level.

Leaving aside the etiology of the decline in scholastic aptitude scores, the net result has been that colleges and universities are admitting a higher percentage of low achieving students, and as a consequence are offering more-and-more basic skills repair courses to meet the educational needs of these particular students.

Now, if this is true for four-year colleges and universities think of the magnitude of the problem at non-selective, open door community colleges. Assuming that the decline in scholastic aptitude scores is real, i.e. not the result of chance in the universe being tested, the impact on colleges that admit everyone is bound to be enormous. At the same time that this decline has been taking place, the open door colleges have become even more permissive with respect to the assessment of the scholastic aptitude of entering students. At an earlier time (1950's), and without mandate from the State, community colleges in California did a much more comprehensive job of assessment/placement. For example, at Bakersfield College in the late 50's all day students had a private session with a counselor prior to enrolling in any classes. And evening students who aspired to a degree or certificate had to have their respective program of courses approved by a counselor. And this wasn't an "eyeball evaluation", either. At the time of the appointment the counselor had at his/her disposal high school transcripts, standardized test scores, and frequently military records or transcripts from other colleges attended. Certain standards (prerequisites) for course admission were agreed upon college-wide, and enforced by counselors. Students were placed into classes according to these standards; predictive validity studies were completed to validate the placement system; and the general wisdom of the day was that students were well served by this practice and further, that the faculty had the advantage of working with properly qualified students who were enrolled in their classes.

Well--what happened? Just when it appeared likely that through rigorous assessment programs and enforced prerequisites the junior colleges could develop a system of matriculation that would provide a base for standards, two things happened to derail this effort. First, the staffs of junior colleges resented the appellation "junior" and insisted that they were serving a broader segment of the community and should be community based and meet almost every educational need expressed by any twenty people residing in the service area. Enrollments burgeoned, state support escalated with increasing ADA, and community college administrators developed a mental set that to get big was good and, further, that growth and financial support were unlimited.

Second, about this time the revolution of the 60's engulfed the campuses with its cries of relevance and the right to fail. Efforts to properly assess aptitudes, interests, abilities and traits that led to academic success took a back seat to the charge that these efforts were discriminatory. The net result was that, in large measure, placement tests became voluntary and prerequisites were commonly ignored. Coupled with this was a State financial support package that put a premium on headcount. "Headhunting" became a fairly common term used to describe the comprehensive and aggressive efforts to enroll more students and thus assure the growth of state support.

These efforts to meet everyone's needs--open the door ever wider--coupled with the erosion of standards that accompanied the "right to fail" philosophy, began to plague the community colleges. It became harder and harder to explain purposes. And it became easier and easier for the critics to expound the horror stories related to persistence, transfer, standards, and courses to meet almost any need.

Now, of course, there is a swing back toward quality control, tightening of standards, comprehensive assessment, a more rigid enforcement of prerequisites, and a more directive approach to counseling and orientation. We are finally coming around to saying "out loud" that if a student's reading skills are such that he/she cannot read (comprehend) the assignments given, chances for completing the course successfully are significantly reduced. Permissiveness is wasteful in the extreme for the student's time and money, to say nothing of the frustration of teachers, and the reaction of the State Legislature and the Governor.

At the community college level, haven't we heard enough about low persistence, small percentages receiving degrees and certificates, fewer students transferring, and lower success rates for those students who do transfer? It is true that the California Postsecondary Education Commission rhetoric has frequently been unfair, and consistently critical and damaging. But, in the absence of our own research to disprove the allegations, we can see the wisdom of saying to students--"Your academic skills are at a level where developmental courses are required, and you will not be permitted to attempt higher level courses until you can demonstrate that your deficiencies have been repaired." That is what colleges all over the United States are now saying. That is what many community colleges in California are doing. And that is the direction that the three colleges of the Kern Community College District are and should be taking. The price for permissiveness and laissez-faire has been too high. What is needed now is a system of assessment coupled with proper support services and a basic skills curriculum designed to repair deficiencies.

PROPOSED MATRICULATION LEGISLATION

A reflection of the need for assessment cited above comes to us from an authoritative level--the State Legislature. In 1984 both houses of the Legislature passed and sent to the Governor for his approval AB 2638, the Seymour-Campbell Matriculation Act. The major thrust of this Act was to "provide students with the information to establish realistic educational goals. . ." Although the Governor probably agreed with this major purpose proposed for community colleges students, he vetoed the Bill ostensibly because it authorized the expenditure of $10,050,000 to develop a comprehensive system of matriculation at selected community colleges throughout the State.

It is difficult to escape the implication of this legislation. It seems to say to us that the community college have not addressed the issue of matriculation. Embodied in the legislative definition of matriculation are such terms as:

Orientation
Assessment
Student Competency
Educational Objectives
Evaluation of Skills
Remedial Courses
Follow-up Studies

Community colleges would probably make the point that they have been engaging in all of the activities subsumed in the meaning of the above listed terms. Nevertheless, the State Legislature apparently has a different and more critical point of view, and it persisted with this mind-set by re-submitting matriculation legislation during the 1985 session. This is AB 3, introduced by Assemblyman Campbell and called the Seymour-Campbell Matriculation Act of 1985. This legislation deals exclusively with matriculation at the community college level.

AB 3 sounds very much like AB 2638 except for the $10,050,000 allocation. Instead, the language of AB 3 makes the provisions of this bill operative "only if the budget act appropriates funds for this purpose." At this writing it would appear that no provisions have been made in the budget act to fund AB 3. In the absence of a mandate from Sacramento, which should have been unnecessary in the first place, it would appear that it is within the reach of most community colleges to begin to do a better job of what the State Legislature calls matriculation.

A point-by-point response to the four major components of matriculation as defined by AB 3, and as applied to the colleges of the Kern Community College District, may prove useful. These follow:

(1) The colleges already do an adequate job of processing the application for admission.

(2) Orientation services designed to provide students with information about themselves (assessment), campus procedures, academic expectation, financial assistance, and study strategy are available, but not mandated. A very high percentage of students probably spend no time with an orientation process. They know very little of their own capabilities or interests, and they commonly have a very vague notion of what is required of a successful college student.

(3) Assessment, as will be noted in detail later, is not a requirement at all three colleges. Porterville College probably comes the closest to mandating assessment for all entering students.

Counseling services are available to most day students and to a lesser number of evening students. Frequently, at the time of the counseling appointment assessment data is not available.

(4) Postenrollment evaluation of student progress, with a specific requirement for such an evaluation for remedial students, is probably weak at all three colleges.

It doesn't seem unreasonable to respond to all four of these components through vigorous comprehensive analysis and planning. Only benefit to students and the faculty would result from a mandated system of assessment/orientation/counseling. Probably the most expensive factor in the equation would be to provide the basic skills curriculum to meet the academic needs of students as identified through a valid system of assessment.

Even if AB 3 isn't funded, the message is delivered, and there is little disagreement from professionals in the field that students and the colleges would be the beneficiaries of a more comprehensive, rigorous system of assessment and subsequent placement into classes where students would have a better chance to succeed.

PRACTICES AT OTHER COLLEGES

A. Introduction

In this section attention will be directed to Rouche's 1984 survey regarding low achieving students, as well as approaches to assessment/placement/basic skills being made by a number of individual colleges. No effort will be made here to comprehensively describe and evaluate programs now in effect at colleges and universities. Instead, we will try to focus on the elements of existing programs that can help us as we consider a more comprehensive approach to meeting the needs of low achieving students.

B. Rouche's Survey

Although Rouche, in reporting College Responses To Low Achieving Students, accumulated usable data from 890 institutions he concludes by focusing on 35 colleges that have established basic skill programs of a comprehensive nature. These 35 institutions have programs in reading, writing, computation, listening and study skills. According to Rouche they form a pool of "selected cases" that provide insight into procedures and practices that other institutions can profit from. Briefly stated below are the salient characteristics of these programs:

(1) All 35 institutions have stated policies in their catalogs regarding admissions, assessment/placement, expectations for attendance and academic achievement, and the importance of persistence/retention.

(2) With respect to organization, most of the 35 programs come under the general supervision of the chief academic officer, and are housed in existing departments, i.e. not in separate "intensive care wards".

Tutoring is usually organized on a college-wide basis, and extensive use is made of peer tutors as opposed to hiring paraprofessionals.

(3) Among these 35 institutions there is a heavy commitment to counseling, mainly on an individual basis, and with substantial use of peer counselors. Orientation programs are in existence at most of these colleges.

(4) Mandatory assessment and mandatory placement is heavily favored by these 35 institutions. A majority of these colleges develop and use their own in-house assessment tests. A significant, but lesser number rely on standardized entrance test scores for placement purposes.

B. Rouche's Survey (continued)

Using this mandatory approach, the 35 colleges in the sample assign 28-47% of their students to basic skills courses. Degree credit is given by about 1/3 of the colleges, with the rest awarding "institutional transcript credit" for basic skills courses.

Instruction in the basic skills courses is based on:

Diagnostic prescription
Performance based objectives
Self-paced modules
Pre-post testing

Exit testing is used for advancement to the next level.

Attendance standards are enforced and absentees are contacted.

Instruction in basic skills courses is conducted in the main by faculty who are specifically trained for the job, and who have chosen this level of teaching.

(5) With respect to retention, only half of the 35 institutions maintain and report persistence data. And about 50% of students enrolled in basic skills classes exit successfully after one semester/quarter.

In summary Rouche goes on to note eleven elements of success related to meeting the educational needs of low achieving students. These follow, and comprise a check list against which colleges can develop and/or evaluate their own programs.

(1) Strong Administrative Support
(2) Mandatory Assessment/Placement
(3) Structured Courses
(4) Award of Credit
(5) Flexible Completion Strategies
(6) Multiple Learning Systems
(7) Volunteer Instructors
(8) Use of Peer Tutors
(9) Monitoring of Student Behavior
(10) Linkage With Subsequent Courses
(11) Program Evaluation

C. The New Jersey Plan

Since 1977, New Jersey has had a statewide system of assessment/placement which applies to all of postsecondary education. The State has developed and mandated the use of the New Jersey College Basic Skills Placement Test. In 1982, for example, 97% of full-time entering students took this test. Although the test is also mandated for part-time students, in this same year (1982) only 82% of part-time entering students took the test. This latter percentage seems high by California standards, however in New Jersey the State calls attention to the haphazard placement of the 18% of part-time students whose academic achievement levels were not properly assessed.

C. The New Jersey Plan (continued)

Each institution of higher education in New Jersey must report annually to its own Board and to the State's Basic Skills Council regarding its assessment/placement efforts, and the character and effectiveness of its remedial program. Since the colleges of the state have distinctive missions and unique student bodies, it is understandable that there is a range of practices with respect to placement criteria, course descriptions, support services, and student performance results. These variables, with the exception of "results", relate to process, and colleges are granted certain degrees of freedom in the development of their own policies, procedures and programs. The consistent core elements are the administration of the Basic Skills Placement Test, and the necessity to report results to the Basic Skills Council and eventually to the State Board of Education.

Without citing all of the data regarding results, it is instructive to note that students enrolled in remedial courses have a passing rate of 2 out of 3 (67%); that students who complete remediation have a lower attrition rate than those who did not need remedial courses; that students who completed remediation attained about the same ratio of credits earned to credits attempted as students identified as not needing remediation; that students enrolled in remedial reading, writing, computation and elementary algebra received, in subsequent related courses consistently higher grades than students who needed remediation, but did not complete it. However, those completing remediation did not achieve GPA's as high as the group not needing remediation. Virtually every college remedial program had a statistically significant gain in mean scores from pre-to post-testing.

The New Jersey plan for assessment/placement is on a very large scale, has the mandate of law, and has been in existence long enough to yield reliable results that can be examined. The Basic Skills Council notes nine components of a successful assessment/placement program. These follow:

(1) Mandated assessment.

(2) Communicate test results to students with a positive message.

(3) Use multiple criteria for placement purposes.

(4) Multiple levels of remediation are needed at most colleges.

(5) Individualize tutoring programs are an important ingredient to a high success ratio.

(6) The "intensive care ward" approach is better than one which permits simultaneous enrollment in basic skills and regular courses.

(7) To pass remedial courses, proficiency at the college level is absolutely necessary.

C. The New Jersey Plan (continued)

(8) Placement of students into classes following assessment should be centrally controlled. Rigorous control must be exercised.

(9) Close communication between the remedial/developmental faculty and those who teach college level courses is a critical necessity.

D. Sacramento City College

As a result of open enrollment and aggressive recruiting efforts, Sacramento City College, like most other California community colleges, enrolled increasing numbers of students who lack the basic verbal and mathematics skills to succeed in college level courses. Planning that began in 1977 culminated in the establishment of an Assessment Center that administers the assessment program after criteria have been developed and agreed upon by the various departments/division of the College.

Since all first time students planning to enroll in more than nine units must complete the assessment program, substantial data has now been accumulated, analyzed and reported thus permitting the conclusions which follow:

(1) Students reading below the 10th grade level have very little chance of receiving a "C" grade or higher in any class except basic skills classes.

(2) Enrolling students who are at the lower end of 10th grade reading skills in transfer courses is risky.

(3) Assessed students who drop classes possess reading proficiency levels similar to those of unsuccessful students who persist.

(4) Assessed students are less likely to drop a class than unassessed students.

(5) Proficiency in reading is the critical factor related to academic success.

The Sacramento City model for assessment/placement emphasizes the importance of an assessment center, has been in existence long enough to yield substantial data, and is worthy of more complete consideration as the colleges of the Kern Community College District plan for an improved approach to assessment/placement.

E. Central Piedmont

At Central Piedmont Community College the emphasis is on basic skills curriculum rather than assessment. To illustrate the direction being taken, the College has an administrative unit called Basic Studies presided over by a vice president. Included in this Basic Studies unit are the following programs:

(1) Adult Basic Literacy Education for people who have not earned credit in the 9th grade. In this program there is heavy reliance on assessment.

(2) The Human Resources Development Program is a pre-vocational training program established and funded by the State Legislature. This is similar to the old CETA program where unemployed and underemployed people were provided the training programs and support service for entry level jobs.

In this program assessment and curricular placement play an important role.

(3) The Advancement Studies program emphasizes developmental education, counseling, tutoring, and what the College calls "Classroom Survival". Provided are a Drop In Center, a course in Effective Learning Skills, and a cognitive mapping effort.

The unique aspect of the Central Piedmont approach is organizational. The Basic Studies Program is a separate arm of the College with strong administrative involvement and support.

F. Miami Dade College

This College, like others across the nation, is experiencing the enrollment of large numbers of students who lack the prerequisite academic skills for success in college. Forty percent of their students are assigned to remedial reading and writing courses, and 58% have to take a basic arithmetic course. Miami Dade has created the needed computer programs to monitor and report student assessment and academic progress. Its program design has the following features:

(1) Assessment and course placement are mandatory.

(2) Mandated courses and support programs must be successfully completed before enrollment in any of the general education core curriculums in communications and natural science.

(3) Basic skills courses carry institutional credit which does not accrue toward the earning of a degree.

(4) Performance based objectives, self-paced modules, alternative learning approaches, and pre-and post-testing are components of an integrated approach to serving students more effectively.

F. Miami Dade College (continued)

(5) The computerized information system known as "Academic Alert" requires the faculty to report the progress and the attendance record of each student. The computer produces an individualized letter to each student giving a progress report and offering encouragement by suggesting the use by students of the various support services available.

Briefly, results of the Miami Dade approach can be summarized as follows:

(1) Between 35-40% of students assigned to developmental courses complete the course in one term.

(2) About 50% of those assigned to basic skills courses fail to pass the course successfully.

(3) Over 10,000 students were suspended for academic reasons from 1979-81. This was expensive, but necessary in carrying out the total approach to serving students better through more rigorous standards.

(4) The College view is that institutional expectations for better student academic performance resulted in improved academic performance and a higher success rate.

The various plans and programs briefly summarized here offer the Colleges of the Kern Community College District an avenue for further exploration and perhaps emulation.

CHAPTER 2

CURRENT ASSESSMENT PRACTICES

INTRODUCTION

As will be seen in this Chapter, assessment practices at the three colleges vary substantially. There is no District-wide mandate that all new students will complete a program of assessment of academic level. "Variable practices" and "permissiveness" are terms that come to mind in describing assessment at the three colleges of the Kern Community College District.

Official documents of colleges are the usual source of information that students need for general guidance and specific requirements for registration. The catalogs, and class schedules of the three colleges with respect to official statements regarding assessment reflect the variable practices and the laissez-faire approach referred to above.

The three catalog statements on assessment are noted below:

CATALOG STATEMENTS

Bakersfield College

College Assessment Program

Academic skill assessment is required for any student who intends to work toward an Associate Degree, transfer to a four-year college, enroll in classes which have prerequisites or enroll in twelve or more units. It is also required for placement in English 1 or 1A. Dates and times of group assessment sessions may be obtained from the Counseling Office.

Assessment instruments also are available for students who wish to learn more about their aptitudes and interests. Come to the Career Center in the Student Services Building.

Preliminary Academic Planning

All students who are new to the college should report to the Admissions and Records Office. A representative will explain assessment/enrollment procedures and aid students with their registration.

All students may have the assistance of a counselor/advisor in planning their programs. Using the assessment score as indicators of probable success in a given course, the counselor/advisor will aid students in selecting courses which will help in meeting their goals. In planning programs the student should consider (1) the general requirements prescribed by the college; (2) the special requirements of their major field of study; (3) the general requirements of any future college or university they may expect to attend; (4) the most desirable electives.

Cerro Coso Community College

Testing Services

Cerro Coso provides testing services to students for the purpose of evaluating academic potential, determining career/occupation interests, and measuring general or specific aptitudes. A College Placement Test Battery is administered to most incoming students and the scores are used to assist students in appropriate course selection and to determine if minimum proficiencies in writing, reading and mathematics have been met.

Students may be referred for individual or group testing by counselors, instructors or other qualified staff, agencies or individuals. College counselors will assist students in the interpretation and application of their test scores.

Cerro Coso Community College serves as an official test center for the following: the Scholastic Aptitude Test (SAT), the American College Test (ACT), the tests of General Educational Development (GED), the College Level Examination Program (CLEP), the National Teachers Examination (NTE), and the University of California (Berkeley) correspondence course examinations.

Additional information for specific tests and examination procedures is available in the Counseling Center.

Porterville College

Testing Services

In conjunction with its guidance and counseling services, Porterville College offers students standardized testing of the following designations:

ACT test (American College Testing Program). Students should contact the Office of the Dean of Students to make arrangements to take the ACT.

The General Aptitude Test Battery and other types of special tests are available upon request to individual students including occupational interest, aptitude, and personality assessment. Verbal, non-verbal, written and bilingual testing are available through the Student Services Office. Certain tests may require a fee. Students should check with the Dean of Student's Office.

Testing Policy

To assist in the academic advising process, Porterville College requires placement testing for all classes having an English or math prerequisite. Placement testing is coordinated with orientation. Multiple sessions are scheduled for convenience of students. Class schedules contain appropriate times and dates.

BEST COPY AVAILABLE

REGISTRATION PROCEDURES

Since many students do not consult the college catalog, but all students have to use the "Schedule of Classes" it is instructive to review the statements made in these three publications relative to assessment. These follow:

Bakersfield College

In Figure 1 a flow diagram illustrates the registration procedures at Bakersfield College.

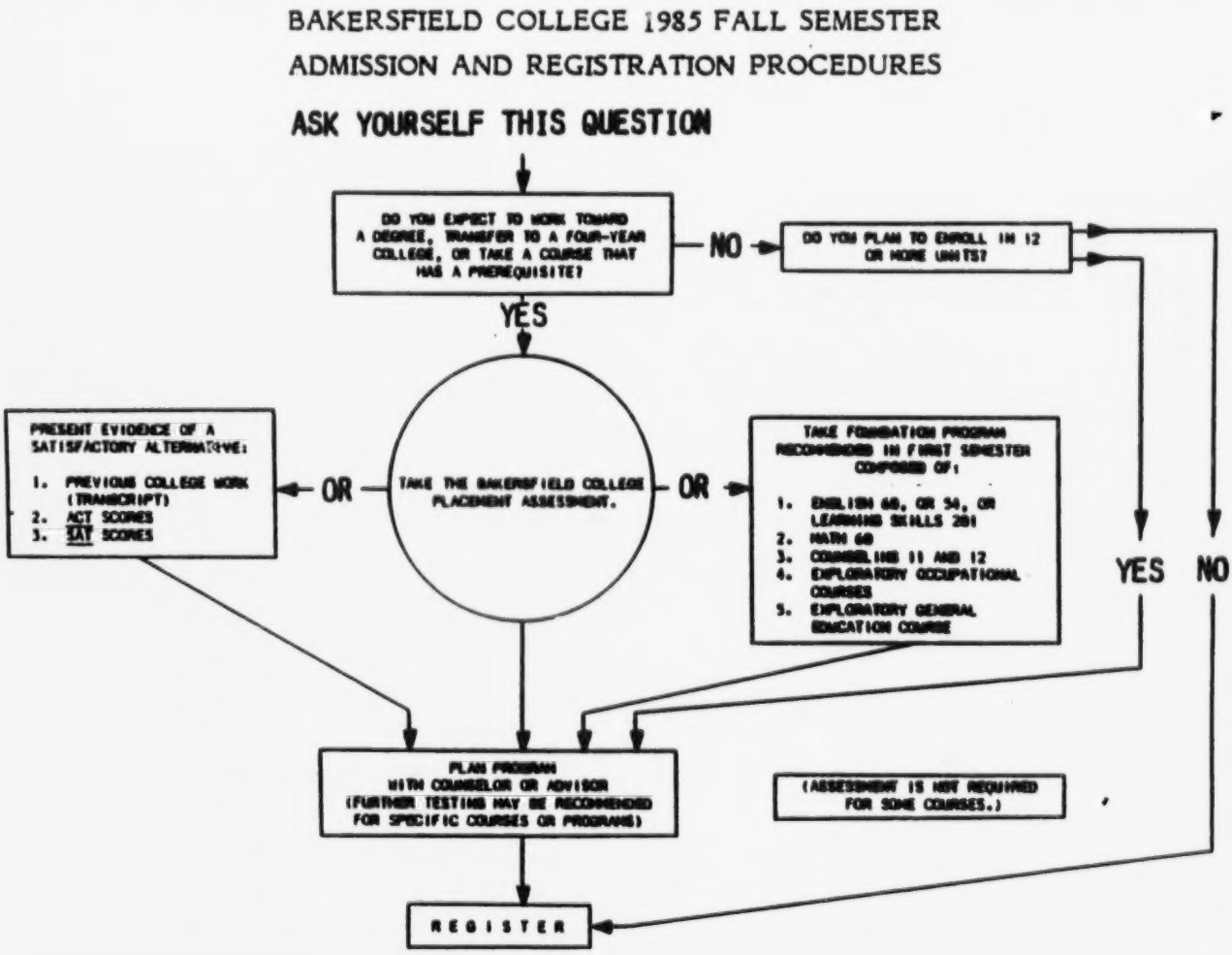
BAKERSFIELD COLLEGE 1985 FALL SEMESTER
ADMISSION AND REGISTRATION PROCEDURES
ASK YOURSELF THIS QUESTION
DO YOU EXPECT TO WORK TOWARD A DEGREE, TRANSFER TO A FOUR-YEAR COLLEGE, OR TAKE A COURSE THAT HAS A PREREQUISITE?
NO
DO YOU PLAN TO ENROLL IN 12 OR MORE UNITS?
YES
PRESENT EVIDENCE OF A SATISFACTORY ALTERNATIVE:
1. PREVIOUS COLLEGE WORK (TRANSCRIPT)
2. ACT SCORES
3. SAT SCORES
OR
TAKE THE BAKERSFIELD COLLEGE PLACEMENT ASSESSMENT.
OR
TAKE FOUNDATION PROGRAM RECOMMENDED IN FIRST SEMESTER COMPOSED OF:
1. ENGLISH 60, OR 54, OR LEARNING SKILLS 201
2. MATH 60
3. COUNSELING 11 AND 12
4. EXPLORATORY OCCUPATIONAL COURSES
5. EXPLORATORY GENERAL EDUCATION COURSE
YES
NO
PLAN PROGRAM WITH COUNSELOR OR ADVISOR (FURTHER TESTING MAY BE RECOMMENDED FOR SPECIFIC COURSES OR PROGRAMS)
(ASSESSMENT IS NOT REQUIRED FOR SOME COURSES.)
REGISTER

Figure 1—Bakersfield College Admissions and Registration Procedures.

Students may register for the 1985 Fall classes beginning April 15 at the Admission and Records Office on the main campus and at the Weill Institute (Downtown Center). Registration on the main campus is for classes at all locations; registration at the Weill Institute is for Weill Institute classes only.

Bakersfield College Procedures (continued)

Step 1: Pick up registration material in the Admissions and Records Office, Counseling Office, or at the Weill Institute.

Take Placement Assessment (if not previously taken) to meet requirements for certain courses or degree programs. Assessment is not required for some offerings.

Step 2: All students are urged to see a counselor. However, if you plan to: (1) work toward a degree or certificate; (2) transfer to a four-year college; (3) enroll in a class which has a prerequisite; (4) enroll in 12 or more units; you must have your registration form approved by a counselor or advisor.

Step 3: Report to the Admissions and Records Office with completed registration material by August 15. Pay applicable fees.

Students must be officially enrolled before attending any class.

Cerro Coso Community College

Enrollment Procedures:

Step 1: Make Registration Appointment—Telephone for a registration appointment on any Monday through Friday, starting November 26, 1984 between the hours of 9:00 a.m. and 5:30 p.m. Inclusive registration dates are listed below.

Step 2: Testing—Arrange to take Placement Exams. Recommended for all students and required for all new students enrolling in 12 or more units. Contact Student Services Center for exam dates and a space reservation.

Step 3: Counseling—Contact Student Services Center for counseling appointment to discuss placement exam scores, educational goals, schedule planning and the like. Class Placement Cards necessary for enrolling in all English, Math, General Studies, and Business Office Careers Courses may be picked up at this time.

Step 4: Register For Classes—On appointed day and time, report to Check-In Station on first floor of main campus building and pick up registration forms and other necessary informational materials. A Class Placement Card is required for enrollment in any English, Math, General Studies, or Business Office Careers Class. Class Placement Cards must be obtained in the Students Services Center prior to reporting for registration appointment.

Porterville College

How to Register for Credit Classes

(1) New Students: All students new to Porterville College are required to attend a placement testing and orientation session (see schedule below). The following steps should be followed:

(a) Attend Placement Testing/Orientation.
(b) Schedule an appointment with an academic advisor. All new students enrolling in six units or more must see an advisor.
(c) Complete all admissions and schedule forms.
(d) Pay fees in Room SM-16.
(e) Turn in completed forms in the Admissions Office (room SM-1).

Exceptions:

(a) Students who plan to enroll in classes that do not require an English prerequisite.
(b) Students who plan to enroll in less then six units.
(c) Students who have completed more than six units at a postsecondary institution, including an English composition class and whose transcript is on file at Porterville College.
(d) Students who already have Porterville College placement tests scores on file should report to orientation at 10:00 a.m. or 8:00 p.m.

(2) Continuing and Returning Students:

(a) Contact the Admissions Office to make an appointment with an academic advisor, if necessary.
(b) Complete class registration forms. Forms are available in Room SM-1.
(c) Pay fees in Room SM-16.
(d) Turn in completed forms in the Admissions Office (SM-1).

In Rouche's report on Low Achieving Students he emphasizes the importance of written policies and procedures regarding admission and assessment of students by saying, "An institutional policy for admission and subsequent assessment and placement of students defines the qualifications for admission and describes the measures for assessment and guidance. Rouche believes that these policy statements are not only important; they must be communicated effectively to students; and they must have administrative support firmly identified and fixed in a particular office that has the clout to enforce them.

On the campuses of the three colleges of the Kern Community College District there may exist in policy and procedure manuals, or in certain office procedure statements, or in the minds of deans, more definitive policy and procedure statements regarding assessment than appear in their catalogs or class schedules. However, these publications are designed for students, and are quoted here as the "gospel" as far as student guidance is concerned.

ASSESSMENT PRACTICES

As we look at these catalog and registration procedure statements and subsequently review assessment/placement practices as reported by the respective Deans of Students, we can be thinking of three models related to assessment and placement that have been described in the literature. These are (1) "the free choice model" where students elect basic skills courses after conferring with a counselor; (2) "the assessment model" in which a variety of screening and diagnostic instruments are recommended to assist the students and the counselor in deciding on needed basic skills courses; and (3) "the rigid choice model" where all students are assessed, and based on the results of these assessment, and according to institutional policy, students are assigned to basic skills courses. We will come back to these three distinct approaches to assessment/placement as we describe practices, note options, and make recommendations.

Moving from statements in the respective catalogs and class schedules to a more comprehensive statements on assessment/placement practices reported by the Deans of Students of the three colleges, we get a more detailed picture. Early in 1985 the Deans responded to nine questions that related to assessment/placement/basic skills. Their responses to these questions are summarized in tabular form in Appendix A. A brief summary of this tabulation follows:

Reading Standards

The Colleges use three different testing instruments in reading. Not all students take the test, but standards are in place at each of the colleges with respect to the use of placement cut-off scores in reading.

District-wide about 4,500 students are tested annually. This represents about 25-30% of the total enrollments of the colleges, and about 50-60% of first time students. It is obvious that in reading, writing, and mathematics, assessment is important since the colleges make substantial efforts to evaluate student achievement levels in these skills, and go to considerable expense as well. However, they do not take the next step and mandate testing for all new students. Nor do they have rigorous placement standards based on agreed upon cut-off scores in all three of these basic skills.

Writing Standards

Bakersfield College and Cerro Coso College use the Iowa Test of Educational Development for placement in writing courses, and Porterville College uses the College Board TWSE. Writing samples are optional for those who do not want to depend exclusively on standardized test scores.

Writing Standards (continued)

At all three colleges there is a commitment to rigorously enforce the agreed upon cut-off scores for placement into English writing classes. Various levels of writing classes have been developed by the colleges to meet the needs of students for developing writing skills. Exit testing is used to progress from one level to a higher level. Many courses, other than English courses specify an English writing level as one of the prerequisites.

So--in the area of writing skills we see a commitment to standards that is lacking in the area of reading and, to some degree, in mathematics. Some would argue that there is such a high correlation between reading and writing skills that one assessment evaluates both skills. If this is so, then for heavy reading courses, such as those found in general education, we should find as one of the prerequisites a certain achievement level in writing. This isn't the case, in practice, and students who may be required to take the lowest level English writing course are frequently permitted to enroll in college transfer general education courses. An example at Bakersfield College will suffice to illustrate the slippage that occurs in the assessment/placement system. Sociology 1, Introduction to Sociology has no prerequisites. Students whose English classification is at Level C (the lowest) may enroll in Sociology 1. Now it is true that the students who take the assessment tests, score low, and see a counselor will, no doubt, be advised that the reading level of the Sociology textbook will be too difficult for them. However, there is no rigorous control on their admission to Sociology 1 and they can, at their own discretion, enroll in this course. Those who do not take the assessment battery, or who do not see a counselor may enroll in Sociology 1 regardless of their reading or writing skills, if that is their desire.

By contrast, students enrolling in Cosmetology must have an English writing classification of Level A (the highest). This latter example is cited to show the unevenness of placement standards and practices based on assessment results.

Then, in addition, there is the problem of enforcing standards that are cited in catalogs and course descriptions as prerequisites. For English writing courses there is a system of rigorous enforcement. This is commendable, but also raises the question of why standards can be set and enforced for writing classes and seem not to be set and enforced for many other classes.

Mathematics Standards

For placement in mathematics courses, Bakersfield College uses previous course prerequisites but no standarized test. The other two colleges use course prerequisites and placement tests. Cerro Coso uses TABS (Test of Achievement in Basic Skills), and Porterville uses a test developed in-house.

Mathematics Standards (continued)

The agreed-upon placement standards in mathematics are rigorously enforced at all three colleges for students enrolling in mathematics or science classes. Here is another operational example of the common wisdom that tells us that students must have the appropriate foundation to succeed academically. Virtually no student would be permitted to enroll in Intermediate Algebra without having successfully passed Elementary Algebra. And--outside of some extreme example of a self-taught genius, where is the student who has succeeded in calculus without having the appropriate algebra and trigonometry foundation. It is self-evident that there is a progression in mathematics that also holds true for the physical sciences. Students have no chance to succeed in college chemistry without knowing the basics of algebra. The same can be said of physics, electronics and many other disciplines. The contradiction comes when we start reviewing the prerequisites for courses that emphasize language skills, i.e. reading and writing. For some reason that escapes the test of logic, we close our eyes to the lack of language skills and permit students to enroll in many transfer courses that involve heavy reading assignments even though their basic skills in reading and writing are demonstrably below college level.

As with reading and writing, the colleges indicate in their graduation requirements (Associate of Arts degree) a level of proficiency in mathematics. This requirement can be satisfied in a number of ways, not all of which reflect proficiency. For example, at Bakersfield College, a high school algebra course meets the requirement. At Porterville, a 70% score on the divisional math examination will satisfy the math component for an Associate of Arts degree.

The most rigorous proficiency requirement for graduation in any of the basic skills is probably at Bakersfield College in the area of writing where a passing grade in English 1 and a passing mark in the English Competency Test are called for. Proficiency for granting of the Associate of Arts degree is certainly a step in the right direction. However, it should be kept in mind that District-wide only about 5% of the students enrolled receive a degree. The most useful arena, then, for raising academic standards and insuring students a reasonable chance for success is through rigorous assessment/placement, and not via graduation requirements.

Use of Other Test Data

Although traditional age community college students (18-25) have taken many standardized tests during their K-12 educational experience, systematically these data are not made available to the three colleges. If these scores are a part of a high school or college transcript the counselors make use of them. However, they are not specifically a part of the assessment/placement systems used by the colleges.

Use of Of Other Test Data (continued)

This could be an area fruitful for examination. The Kern High School District for example, and probably Sierra Sands and Porterville as well, compile an impressive array of test data on their students. In the Kern District, all juniors in the spring of 1986 will take either the Career Planning Program (CPP) or the ACT. Most of these students who in the future attend any college, will enroll at Bakersfield College. When they arrive on campus for assessment/counseling, the counselor will not have access, in a systematic way, to the data coming out of this CPP/ACT project. This can only be remedied by having these students at the time of testing request that their test results be sent to Bakersfield College.

After examining the colleges' self reports on the use made of other test data at the time of registration, it is fair to say that these data are not available in a systematic way, and are not "cranked in" to the assessment/placement approach used.

High School And College Grades

For purposes of contrast it is illuminating to review the use made of high school and college transcripts by four-year colleges and universities. These institutions use these transcripts for admission purposes, so they are mandated. No graduate of a high school, nor any student who has attended a community college can expect to be admitted to the University of California without submitting transcripts. No transcript--no admission; that is a rigid rule. The University is assuming that academic achievement, as reflected on high school and college transcripts, has some predictive validity for academic success at the University. Other four-year colleges and universities have similar policies.

Why is it, then, that the community colleges have a laissez-faire attitude when it comes to the use of high school and college grades in the assessment/placement system. In the Kern Community College District the colleges do not require high school transcripts for purposes of matriculation. All three colleges note the usefulness of these transcripts in the counseling process but none mandates them. Why the colleges moved away from a mandated high school transcript is moot at this point. Suffice it to say that the important information carried on a high school transcript is not systematically available to counselors at the time of assessment/placement.

Among researchers it is acknowledged that the best single predictor of success in college is college grades. They are commonly used to determine progression on a ladder of courses, and also to help students and counselors decide on "reasonable chances for success". In many instances college grades are rigid prerequisites for courses, e.g. passing grades in Chemistry 1A for placement into Chemistry 1B.

High School And College Grades (continued)

However, at the three colleges of the Kern Community College District, Appendix A reflects a laissez-faire approach to the use of college grades in the assessment/placement process. To be sure, the colleges report the use of this important data, but transcripts are not mandated, nor are former academic achievement records systematically used in the assessment/prerequisite placement process.

It is fair to say that college grades are acknowledged by the colleges as reliable predictors of future academic success. The fault lies in the lack of a requirement that transcripts be on file before enrollment. This can be mandated, as witness the policies of four-year colleges and universities.

Predictive Validity Studies

Any assessment/placement system, once adopted, raises the question of its validity. Does it do what is purports to do, i.e. predict academic success with a high level of confidence. Statistical tests can be applied to determine the validity of any quantifiable system of placement. This is not done on a regular, continuing basis at the three colleges of the Kern Community College District. It can be done; it has been done; and to a much less rigorous degree, it is being done. But not with a statistically sound approach, and not on a regular basis.

Porterville College, in cooperation with SAT, has developed prediction equations for English writing. These are in use, and are reported by the staff to be valuable. However, they are not being carried on in a continuous systematic manner so that the validity of the placement system can be checked as the student body changes.

If the colleges of the Kern Community College District move toward a mandated assessment/placement model, the data will be systematically available to check placement cut-off scores against subsequent grades. In the age of computers this could be a very useful tool that would be provided with relatively small effort.

Prerequisites

Finally, in surveying the colleges the question was asked what system is used for enrolling students in courses that have no prerequisites, either through assessment or previous courses. In Item nine in Appendix A it is noted that, in general, students can enroll in classes with no prerequisites at their own discretion. This is true at all three colleges. Counselors (if students see counselors) attempt to guide students in making good choices, but there is no requirement that students follow the counselor's advice. The colleges acknowledge that substantial numbers of students enroll in courses for which they are not properly prepared.

In the next chapter we will report on stated prerequisites appearing in the three college catalogs.

CHAPTER 3
PREREQUISITES

INTRODUCTION

Among institutions of higher education community colleges stand apart as "open door" colleges. By that term is usually meant that there are no entrance requirements other than willingness and commitment. Burton Clark suggested in his book entitled "The Open Door College" that these colleges admitted everyone who applied, and then there was a grand sorting out process to help students get located in classes where they would have a reasonable chance to succeed academically.

It is this "sorting out process" with which this investigation and report concerns itself. It seems apparant, without any kind of an investigation, that there will be in an open door college student body an enormous range of ability, aptitude, and readiness for academic achievement. Let's think for a moment of this extremely heterogenous student body. In my "Basis For Planning", published in 1984, there is an entire chapter devoted to "Characteristics of Student Populations" at the three colleges of the Kern Community College District. Considered there are age, sex, ethnicity, part-time/full-time status, time of day attending, and college work completed. Ability, aptitude, or readiness for college-level work are not considered. When these added characteristics are cranked into the equation, the variables are staggering. So--what do we do? We try to design a curriculum to meet the extremely varied needs of these students while acknowledging that they also come with certain strengths and limitations with respect to academic potential.

In addition, there are imponderables in this formula related to self-perceptions and aspirations. So--we have a very complex problem to solve that relates to matching what students are capable of with the demands of the courses that appear in the curriculum. We solve this problem (or attempt a solution), not in any precise scientific way, but rather through a system of assessment and prerequisites. It has already been pointed out that for the colleges of the Kern Community College District assessment borders on a laissez-faire approach. Perhaps it will be useful to examine what the three colleges say, course-by-course, with respect to prerequisites for courses, including test scores when used.

PREREQUISITES AT THE COLLEGES

To do this I examined all of the courses listed in the respective college catalogs for 1984-85. First, one would expect that an open door college would have many courses with no course prerequisites. Second, one would expect that a two-year college (lower division) would offer many classes with no course prerequisites. But--would one expect to find that out of 2,655 courses offered by the three colleges, 1,096 or 41% have no course or assessment score prerequisite? If the colleges are satisfied with this statistic, it would appear that they would be saying that for 41% of their courses reading, writing and computing levels are irrelevant. If they are not satisfied with this figure, it would appear that a comprehensive review of assessment/prerequisites is in order.

In determining, for purposes of this report, the number of courses without prerequisites appearing in the respective catalogs, the test applied was whether or not any prerequisites (course or assessment score) was mentioned. In some instances course prerequisites are noted, e.g. Chemistry 1A for Chemistry 1B. In other instances no course prerequisites are mentioned, but a level on an assessment instrument is referred to, e.g. History 17A--"A qualifying score on a college aptitude test" (Bakersfield College), or Psychology 1A--"Level 1 English Placement" (Porterville College), or History 4A--"Level 1 reading classification" (Cerro Coso College). As noted, when this test was applied 41% of the courses listed in the catalogs have no prerequisites.

The colleges vary with respect to citing a course prerequisite. Bakersfield College has a virtual split in noting prerequisites with 49.6% carrying no prerequisites, and 50.4% with a prerequisites of some kind. The comparable figures for Cerro Coso College are 25% no prerequisites and 75% with prerequisites. At Porterville College these numbers are 39% and 61% respectively. Varying policies, practices and commitments at the three colleges generate these differences in percentages of courses with no prerequisites. It would not be appropriate in this report to pass judgment regarding the various percentages. It is valid, however to call attention to this matter and to suggest that the colleges ask themselves whether or not they are satisfied with the approach being used.

Within each college there is also an enormous range of assessment/prerequisite practices from one department/division/discipline to another. For example, it can be seen in Appendix B that at Bakersfield College Ethnic Studies, General Studies, and Women's Studies all offer 100% of their courses with no prerequisites. At the other end of the scale, Health Careers, Mathematics, and English combined offer only 15 out of 136 courses (11%) with no prerequisites. Heavy reading disciplines such as Behaviorial Science, Philosophy, and Social Science have a combined percentage of courses without prerequisites of 64%. Perhaps students are more proficient at self-selection based on self-perception then we give them credit for. Or, perhaps the faculty has developed a system for redistributing students early in the semester that works effectively. On the other hand, it is just as reasonable to suppose that neither self-selection nor faculty redistribution is effective, and that faculty in some disciplines are teaching heavy reading courses where the reading level of their students ranges from 3rd grade to 14th grade. If so, that is a challenging task that could result in dooming some students to failure, or a lowering of standards, or the selecting of a different textbook, or boring some students to death (Take your pick). I hasten to add that there probably exists exceptionally gifted teachers who can manage heterogeneity of this magnitude and still serve effectively all of the students who remain in their classes. Nevertheless, we must still confront the incontrovertible fact that four-year colleges and universities teaching the same lower division general education courses have, through a more rigorous assessment/prerequisite system, much more homogeneous classes, with students possessing the appropriate abilities and background for college-level courses. This makes a significant difference to the professor teaching the class at the university or at the community college. In some circles (CPEC and the State Legislature come to mind) this discrepancy is interpreted to result in some lesser offering at the community college level. Two-year colleges are criticized for this, hence the Legislature's preoccupation with mandating a matriculation system for community colleges that includes required comprehensive assessment.

At Cerro Coso College Appendix B notes a much lower percentage of courses without prerequisites. Even so, the range is great with some disciplines having 100% of the courses without prerequisites and some having 0% without prerequisites. According to catalog statements, heavy reading classes at Cerro Coso, with the possible exception of political science, do have either course or test score prerequisites, mainly the latter. However, moving from catalog statements to actual enforced prerequisites, Cerro Coso's own self-report acknowledges that with respect to writing "only English and General Studies Writing courses enforce the prerequisites". And for reading the report reads "the majority of college transfer courses have a reading level prerequisite, but this level is not enforced for any of the classes".

Porterville College stands about midway between Bakersfield and Cerro Coso with respect to stated prerequisite/assessment standards. Thirty-nine percent of Porterville's courses have no prerequisites. Heavy reading courses almost all note either reading or writing level prerequisites, e.g. History 17A—"Level 1 English Placement", Philosophy 6A—"Level 1 English Placement", Psychology 1A—"Level 1 English Placement". In Natural Science, Mathematics and in Health Careers only a handful of courses have no prerequisites. Furthermore, at Porterville College it is reported that agreed upon and published cut-off scores are strictly enforced. On the other hand, the college acknowledges that students taking fewer than six units may "slip through the screen".

In summary, it seems fair to conclude that the colleges of the Kern Community College District offer about 40% of their courses without prerequisites; that with some exceptions, notably at Porterville, the enforcement of prerequisites is not systematic; and that mathematics and the hard sciences do a much better job of stating and enforcing prerequisites than do the social and behavioral sciences. Further, it seems apparant that at all three colleges effective systems are in place for enforcing writing standards for the various levels of English composition.

There is an unevenness in both stated prerequisites and the enforcement of these standards that illuminates the issue by raising the question "Is it valid to assume that for every course there is a minimum reading, writing and computing level required for success?" If there is—what is this level, and to what degree should the agreed upon standards be enforced?

When we answer these questions we will be better able to construct a basic skills curriculum that will provide students with an opportunity to acquire the skills necessary to compete successfully in college-level courses. The next chapter will examine current basic skills curriculums and ask again about the system for enrolling students in these courses.

CHAPTER 4

BASIC SKILLS COURSES AND ENROLLMENTS

INTRODUCTION

This report has been focusing on assessment with the assumption that following evaluation of academic aptitude, there will be courses of various levels to meet the particular needs of students. Rouche's National Study on Low Achieving Students demonstrates that large numbers of students are entering our colleges poorly prepared academically to cope with college level courses. He also points out many examples of curriculums that are being developed for these students who have educational deficiencies. Since community colleges have unselected student bodies, it goes without saying that assessment is used, not as an entrance test, but for placement purposes. And since this is the case, the questions naturally arise regarding "placement in what and for whom?"

It would be an exercise in futility to engage in comprehensive assessment, and have few or no curriculums in place to assist those who score low. So—the partner of assessment is a curriculum that provides opportunity for all who are seriously committed to getting an education and are able to profit from the training afforded. This means courses in basics skills, developmental courses, remedial courses are any other name that is acceptable and gives students a chance to repair whatever educational deficiencies they may have. This sounds logical and reasonable, but it requires an enormous effort, the expenditure of substantial resources, a strong commitment from the institution, and a realistic attitude on the part of students. Only a few colleges claim a high level of success in this regard, and the majority would probably report failure. Still, the students come with their high hopes and frequently their unrealistic expectations. It is difficult to explain to adult students that they are so deficient in one or more of the basic skills that they are not eligible to enroll in regular college classes in that area, e.g. English composition, or intermediate algebra. Parents of high school graduates are even more incredulous when their sons and daugthers come home and announce that they have been placed in "bonehead English". They want to blame someone, and so does society. Blaming the lower schools won't rectify this very large problem, so the colleges take one of the following three options.

(1) Ignore the problem and let students sink or swim.

(2) Provide the basic skills courses, but do not mandate enrollment.

(3) Develop comprehensive basic skills curriculum and enforce placement based on assessment scores and prerequisites.

BASIC SKILLS COURSES ENROLLMENTS IN THE KERN COMMUNITY COLLEGE DISTRICT

In a "Basis For Planning" published in April, 1984, there appears a brief section on basic skills courses (pages 24-25). Here, basic skills courses are defined as "those classes with an X coding within the Student Accounting Methods Classification System. These turn out to be repair courses in reading, writing, and mathematics. More specifically these courses are entitled English, Learning Skills, Reading, Mathematics, and Oral Communications. They are designed to repair educational deficiencies that certain students bring with them as they opt to enroll in the colleges of the District." Using the definition noted, it is possible to compare enrollments in basic skills courses with total enrollments of the colleges as follows for the fall semesters 1981 and 1982.

KERN COMMUNITY COLLEGE DISTRICT
ENROLLMENTS, BASIC SKILLS CLASSES
1981 - 1982

	1981			1982		
	Total Enrollments	Basic Skills Enrollments	Percentage	Total Enrollments	Basic Skills Enrollments	Percentage
Bakersfield College	34,512	2,337	6.77%	32,930	1,632	4.95%
Cerro Coso College	8,037	470	5.84%	5,823	332	5.70%
Porterville College	8,827	391	4.42%	7,641	366	4.78%
Kern Community College District	51,376	3,198	6.22%	46,394	2,330	5.02%

This tabulation reflects a small proportion of the total student bodies enrolled in basic skills courses as defined. By almost any standard applied to an open door college, having only 5-6% of students enrolled in repair courses is low. This could be explained in a number of ways as follows:

(1) The definition is too narrow. Included on the list by state mandate are only the most basic courses. For example, in mathematics the courses included are arithmetic classes, but not elementary and intermediate algebra which are courses that can be completed in high school.

In English composition the major course included is one in Basic Usage and Grammar. Excluded for example are English 1 at Bakersfield College which is preparatory to English 1A, the traditional freshman composition course.

(2) The colleges do not, across the board, mandate enrollment in Basic Skills courses as a result of a system of assessment/prerequisites.

(3) The colleges do not have a cadre of faculty willing and able to teach Basic Skills courses.

(4) The students apply the test of transferability to any course in which they enroll, and meticulously and sometimes schemingly avoid taking any course which is not acceptable for transfer. Since almost no Basic Skills courses will transfer, the students themselves help determine enrollments in these courses.

(5) The student bodies of the colleges of the Kern Community College District are unique with respect to their high level of academic aptitude.

The fact remains that in the Kern Community College District, enrollment in Basic Skills courses is far below the 30-40% suggested by Rouche as the realistic proportion for an open door college student body.

POTENTIAL ENROLLMENTS IN BASIC SKILLS COURSES

If we acknowledge that 5-6% enrollments in Basic Skills courses in the colleges of the Kern Community College District is low, what would be a realistic percentage if students were to be properly served? That is very difficult to answer in the absence of a comprehensive, mandated system of assessment. Large numbers of students enroll at all three colleges who do not take any assessment/placement tests. Probably the most fruitful avenue to explore would be in the area of English composition where placement at a particular level depends directly on assessment. If we can determine the percentage of students in need of repair reading and writing, perhaps we can draw some conclusions about the potential numbers of students who should be enrolled in one or more Basic Skills courses.

To give us an approximation of the potential for basic skills course enrollments if, in fact, a mandated system were in effect, I looked at placement test results in reading and writing at the three colleges for 1982-83 and 1983-84. The total "N" for these two years was 4,267 in reading, for 1982-83 and 4,815 for 1983-84. In writing the respective "N's" were 4,503 and 4,996. Total enrollments at the three colleges for these same two years was 18,531 for 1982-83 and 17,500 for 1983-84. Percentage of students for whom the colleges have placement test data, then, is roughly 25%. This is a large enough percentage to permit us to make some assumptions regarding the total student body with respect to the need for basic skills courses. Since the colleges are not consistent regarding mathematics assessment I am not including math placement data in the following summary.

KERN COMMUNITY COLLEGE DISTRICT
TEST DATA—READING AND WRITING

1982-83 and 1983-84

		1982-83	1983-84
Bakersfield College			
Reading (Minnesota)		N = 2,597	N = 3,122
	Range A	63%	61%
	Range B	23%	25%
	Range C	13%	13%
	Below Range C	1%	1%
Writing (ITED)		N = 2,776	N = 3,261
	Level A	20%	21%
	Level B	47%	45%
	Level C	33%	34%

KERN COMMUNITY COLLEGE DISTRICT
TEST DATA--READING AND WRITING

1982-83 and 1983-84

		1982-83	1983-84
Cerro Coso College			
Reading (ITED)		N = 939	N = 930
	Level 1	67.0%	67%
	Level 2	33.0%	33%
Writing (ITED)		N = 974	N = 984
	Level 1	13.5%	14%
	Level 2	23.5%	26%
	Level 3	45.5%	44%
	Level 4	17.5%	16%
Porterville College			
Reading (SRA)		N = 731	N = 763
	Level 1	14.0%	10%
	Level 2	42.0%	48%
	Level 3	20.0%	17%
	Level 4	24.0%	25%
Writing (TSWE)		N = 753	N = 751
	Level 1	20.0%	10%
	Level 2	24.0%	26%
	Level 3	24.0%	25%
	Level 4	32.0%	37%

In examining these data it should be noted that the tests used are not identical. Also, although not apparant from the data it is true that the percentages of students taking the tests at Cerro Coso College and Porterville College are substantially higher than at Bakersfield College. The other information required to properly interpret the above tabulation relates to levels and ranges. In each instance the first level or range noted is the highest, and the last one mentioned is the lowest. Reading levels are frequently used in placing students in courses where substantial reading is required. Writing levels, on the other hand, are used in a more rigorous manner to place students in English composition classes. Since English 1A is the widely recognized first course in college composition at four-year colleges and universities it is useful to note here how students qualify for English 1A at the three colleges of the District.

A. Bakersfield College

Level A on the English Classification Test and a superior Advanced Placement Essay qualifies students for English 1A. So—although about 20% of entering Bakersfield College students score at Level A, not all of them qualify for English 1A. Those who score at Level A but choose not to write an essay, or who do not write a superior essay are enrolled in English 1.

B. Cerro Coso Community College

Level 1 on the English Classification Test qualifies students for English 1A. Students scoring at Level 2 may raise their classification to Level 1 by writing a superior essay.

C. Porterville College

Level 1 on the English Classification Test qualifies students for English 1A. Students classified into Level 2, 3, or 4 courses may, on the basis of performance in these classes during the first two week of a semester, be recommended for the next higher or lower level course.

In analyzing these data we should first call attention to the exclusion of any measure of arithmetic/mathematics. Information on student levels in computation is not consistently available from the three colleges. It should be noted that for placement purposes assessment scores in math would be useful. However, since mathematics seems to have valid predictors of success through high school background in mathematics, the matter will not be pursued further in this Report.

With respect to language skills, i.e. reading and writing the students who enroll at the three colleges of the Kern Community College District seem to be substantially better readers than writers. Perhaps this is also true of the general population where reading is crucial and writing is engaged in by only a very small proportion of the population. However, the skills needed by the general population are significantly different than those required for success in college. In college, students are expected to write clearly, concisely and correctly. It is a mortal sin to turn in a college paper with gross grammatical or spelling errors.

In reading, it would appear from the data reported here that at least 60% of the Kern Community College District students read at a level required for success in college. For example, at Bakersfield College 62% of the students tested read at Level A. At Cerro Coso this percentage is a little higher, and at Porterville it is modestly lower. We should be able to conclude from this that about 40% of the combined student bodies at the three colleges of the Kern Community College District are in need of developmental reading, remedial reading, a basic skills course in reading, or whatever other appellation we want to use to describe courses that try to repair deficiencies in reading. As reported earlier only about 6% of our students are enrolled in basic skills courses as defined by the state. It is suggested that the difference between 40% and 6% cannot be accounted for by problems with definitions, nor can we any longer ascribe this difference to a unique student body. It would appear from these data that substantial numbers of students have reading problems, but this same proportion or anything close to it are not enrolled in basic skills courses that set out to repair the particular deficiency defined. The conclusion is that in reading we have a problem that is not being addressed, and that students who are deficient in reading are probably enrolling in substantial numbers in transfer courses that emphasize reading.

Turning to writing, we have a more serious problem that is probably being more effectively addressed through the creation of various levels of writing courses that set out to meet the particular needs of students. However, if we take Level 1 (A) in writing as the norm for college students, we find in the Kern Community College District that only 15-20% of incoming students can write at that level. The rest (80-85%) are in need of repair (a basic skills course). Where the standards are rigorously enforced, students do not escape the net. They are enrolled in English 60, English 50, English 70, or a myriad of other more basic courses related to writing or perhaps reading. This is true for enrollment in English courses. But for the sake of argument, and perhaps to illuminate a point let's play out the scenario of Mr. Joseph Assessment who wants to take a transfer history class at Bakersfield College. Mr. Assessment is a high school graduate, fully employed, and able to enroll only at night. In spite of his name, he avoids taking any assessment tests. He can read the Bakersfield Californian, but he writes atrociously. He picks History 4A because it has no prerequisites of any kind, pays his tuition and shows up for class. Had he tried to enroll in English 1, he would have been told to report for assessment. But the professor in History 4A has no college prerequisite standard to turn to, so she accepts Mr. Assessment. Now, to be fair perhaps this student remains in class only until the break at the first meeting, or perhaps the sensitive professor counsels the student into an English 60 class after the first writing sample is submitted. But on the negative side, perhaps this student multiplied by the 80% who can't write at the college freshman level remains in the class, does not have his writing and reading deficiencies repaired, and puts an enormous stress on the system.

Writing is a required skill for college students. Many college graduates find themselves in jobs where they are not required to write. But—to get there they must know how to write, and it is the job of open door colleges to properly assess the reading, writing, and computational skills of entering students, create the basic skills courses to repair specific deficiencies, and insist that students in need of these courses enroll in them.

The current status of Assessment/Basic Skills Courses/Placement in the college of the Kern Community College District is that testing indicates the need for significantly greater enrollments in repair courses. The fault lies in an inconsistent, poorly enforced policy regarding who is assessed, the lack of a rigorous commitment to enforcing placement standards, and a basic skills curriculum that enrolls only about 6% of the total student body where 30-40% might be expected.

CHAPTER 5
OPTIONS AND RECOMMENDATIONS

INTRODUCTION

There are forces at work that motivate community colleges to consider a more rigorous assessment of student academic aptitude, and the development of more effective basic skills curriculums. These can be briefly summarized as follows:

(1) Large numbers of students enroll at community colleges, four-year colleges and universities who are deficient in one or more of the basic skills.

(2) CPEC's concern with low transfer percentages and success ratios at four-year colleges and universities for community college transfer students.

(3) The State Legislature's apparant intention to impose upon the California community colleges a mandated comprehensive system of matriculation, including assessment of academic aptitude.

(4) The difficulty of teaching courses where the range of students' abilities is extreme.

(5) The powerful thrust of a financial system driven by ADA that tends to make colleges and professors reluctant to turn unqualified students away.

(6) The mind-set that students have regarding only taking classes that transfer to a four-year college or university.

(7) The obvious inconsistency among the colleges and within the colleges with respect to the development and enforcement of reasonable course prerequisites, including assessmment data.

(8) Research and reports being generated by universities demonstrating that mandated placement in basic skills courses based on assessment results in better retention and a higher success rate.

Others could probably add to this list of forces. Suffice it to say that following the near anarchy of the 60's there is now, nation-wide, a much greater concern for a structured approach to assessing and placing students in courses where they have a good chance to succeed. We should welcome this move, and, even at the expense of numbers, and thus ADA, proceed to develop and enforce standards for enrollment that benefit students and give faculty a better chance to help students learn.

OPTIONS

(1) Continue with the present systems used at the three colleges to assess student aptitudes and interests and to place them in existing classes.

(2) Move from a relatively "free choice" model to a mandated system of assessment with rigid enforcement standards.

(3) Develop and offer the appropriate basic skills courses to help students repair their educational deficiencies as illuminated by the assessment instruments.

(4) Wait until the state mandates matriculation and follow the requirements set forth by the Legislature, and the Board of Governors.

RECOMMENDATIONS

(1) Do not wait for the State to provide us with a mandated system of matriculation.

(2) Adopt ASSET District-wide as the assessment instrument for placement into classes.

(a) Use 1985-86 and 1986-87 to develop the norms and the cut-off scores for placement into particular classes.

(b) If existing assessment instruments are in place and functioning, and if there is a strong desire on the part of the faculty to continue to use these instruments, they should be permitted to do so. However, as soon as practicable, parallel studies should be conducted to compare ASSET scores with scores on existing instruments in use with a view toward moving to a single instrument.

(3) In adopting ASSET, the colleges of the Kern Community College District should use the entire package which includes:

(a) Orientation services
(b) Assessment
(c) Counseling
(d) Post-enrollment evaluation

(4) Develop policy statements that clearly define who is exempt from assessment. Mandate assessement for everyone else. Cast the net widely.

(5) Once agreed upon cut-off scores are in place, provide a system of enforcement that is as effective as the ones currently in use for English course placement.

(6) After developing the cut-off scores noted in number five, the colleges should include these scores or levels as course prerequisites in the college catalog. These prerequisities should be rigidly enforced.

(7) Since an effective system of assessment will probably indentify large numbers of students who have academic deficiencies, it will be incumbent on the respective Departments of Instruction to design, develop, and staff courses to help remedy these deficiencies.

(8) From the beginning, computerize the data compiled through assessment so that predictive validity studies can be conducted, and so a long range evaluation of assessment/placement practices can be carried on.

(9) Develop and present to the Chancellor a cost analysis related to assessment/placement/basic skills that includes references to added costs for testing, counseling, instruction, and evaluation.

(10) Develop and recommend to the Chancellor and the Board of Trustees a Board Policy statement on matriculation that includes specifics related to assessment/placement/basic skills.

A FINAL NOTE

Mandating assessment and enforcing cut-offs for placement has serious consequences. For a period of time (unpredictable), enrollments in transfer classes may decline. That has great import for the assignment of the faculty. Further, the curriculum would have to be modified to meet the needs of students who are identified as having academic deficiencies. These two predictable phenomena would upset the equilibrium that now exists.

Balanced against the consequences of these changes would be more homogeneous classes, classes with students who have the academic skills to succeed with college level work, higher retention rates, a student body that is more adequately served, and a better reputation for the colleges that would probably attract a better grade of student and thus augment transfer enrollments. In occupational classes mandated assessment/placement would allow for more demanding requirements which in turn would be consonant with the requirements of high technology.

The end results of the recommendations embodied in this paper would probably be somewhat smaller but better prepared student bodies. The recommendations would move the colleges in the direction of quality control, without weakening the principles of equal opportunity and the open door.

APPENDIX

APPENDIX A

ASSESSMENT AT THE COLLEGES OF THE KERN COMMUNITY COLLEGE DISTRICT

ITEMS	BAKERSFIELD COLLEGE	CERRO COSO COLLEGE	PORTERVILLE COLLEGE
(1) READING STANDARDS			
TESTING INSTRUMENT	MINNESOTA READING ASSESSMENT (FORM A)	IOWA TEST OF EDUCATIONAL DEVELOPMENT (FORM Y5)	SRA DIAGNOSTIC READING TEST
To Whom Administered	Optional. Most students who take Entrance Battery take the MRA.	The placement battery is recommended for all students and required for all new students registering in twelve (12) or more units. Not given in a systematic way at outreach centers.	First time student enrolling in six or more units or LVN., PSYCH. TECH. Programs. Students taking less than six units are required to take placement tests to satisfy certain prerequisites.
PURPOSES:			
Admission—Courses or Programs	Level A—for Speech 1, 2, 3, 22, HIST. 17AB, PSYCH. 1A; Level B—CH. DEV. 13A; Level A—All LVN. courses Level A recommended for Baccalaureate Level Courses.	Level 1—LVN. Courses; Level 2—BUS. OFF. courses; Level 1—Transfer courses—(E.G. HIST. 6AB) (not enforced)	Level II—LVN., PSYCH. TECH., ENGL. 52; Level III—MDG. 71A; Level IV—ENGL.80
A.A., A.S. Degrees	Level A; or MDG. 50—"C" or better; or satisfy MDG. Proficiency. (Not in place)	Level 1; Grade of "C" in ENGL. 36	ENGL. 52—"C" Grade; or satisfactory score on division approved reading test. (Waived for 1984-85)
Certificate or Achievement	NONE	NONE	NONE
(2) WRITING STANDARDS			
TESTING INSTRUMENT	IOWA TEST OF EDUCATIONAL DEVELOPMENT #3 (1960) Field Testing ITED (1979)	ITED—FORM X5	COLLEGE BOARD—TSWE
To Whom Administered	All students enrolling in an English course. (For others, see below)	Students enrolling in most transfer courses, and all English courses.	First time students enrolling in six or more units, or enrolling in LVN. or PSYCH. TECH. Programs. (See above for students enrolling in less than six units.)
PURPOSES:			
Admission—Courses or Programs	Level A—Cosmetology, LVN.-RN., and DENT. ASST., ENGL. 1A, Literature Speech 1, 2, 3, 22. Other English courses—by Levels.	Level 2—Most transfer courses. English courses by levels—Mandated on main campus.	Level II—LVN. and PSYCH. TECH.; Level I or II for most transfer courses. Cut-off scores are strictly enforced. Students scoring at Level IV on TSWE are required to take CELT. Low scorers on CELT are required to enroll in ESL.
A.A., A.S. Degrees	Complete ENGL. 1 and pass English Competency test.	Eligibility for Level 1 or "C" in ENGL. 70.	ENGL. 1A, or 50; or Business 35, or GEN. ED. 1, Oral Communication 51
Certificate or Achievement	Writing course or proficiency are required for some.	NONE	Level II for AD. of JUS., Clerical PSYCH. TECH., SUPERV., Word Processing
Certificate of Completion	Writing course or proficiency are required for some.	NONE	NONE
(3) MATHEMATICS STANDARDS			
TESTING INSTRUMENT	NONE	TEST OF ACHIEVEMENT IN BASIC SKILLS (TABS) LEVEL D—FORM 1	PORTERVILLE COLLEGE MATH PLACEMENT TEST
To Whom Administered	N/A	Recommended for all students and required of all new students enrolling in 12 or more units.	First time student enrolling in six or more units; students enrolling in LVN. and PSYCH. TECH. Programs. (See above for students enrolling in less than six units.)
PURPOSES:			
Admission—Courses or Programs	(For certain programs and courses there are high school and college course prerequisites, e.g., High school Algebra or Math A. The Math standardized scores are used for placement or proficiency for degrees or certificates. The college is in the process of selecting a standarized Math test for placement purposes).	Some general courses in Math have a Level listed as a prerequisite (not enforced) Level 2—Math 60; Level 3—GEN. ST. 91. Math placement at Levels IV and V strictly enforced.	Generally, Math, Science, or Computer Science courses have Math course prerequisites. Level II—LVN. and PSYCH. TECH. Programs.
A.A. and A.S. Degrees	Math 50—"C" grade; any college Algebra course; High school Algebra	Math 50 or 15, or 52, or 55. Or high school intern. Algebra with "C" grade	Transfer Level Math course with "C" grade, or 70% or better on the divisional exam for Math 50.
Certificate or Achievement	Math required for some.	NONE	NONE

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Assessment Chart
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ITEMS	BAKERSFIELD COLLEGE	CERRO COSO COLLEGE	PORTERVILLE COLLEGE
(4) USE OF OTHER TEST DATA	If there is a student transcript, standarized test scores may be available to the Counseling staff. Scores on standardized tests taken at other colleges are very rarely available. At the present time, scores from high school and junior high are not routinely used. Consideration is being given to preparing an interpretation sheet for these tests given within Kern County and the possibility of using them in conjunction with our assessment to validate the need for a student to continue working on a specific skill area, such as Reading. This matter of using standarized test scores provided by other schools and colleges is under discussion for both part-time and full-time students.	There is no systematic use of test results from other educational institutions. If test scores are a part of a transcript received by Cerro Coso, then these are used as the counselor deems appropriate. The only concerted effort to obtain other test results occurs if the student possibly has a learning disability. The usefulness of any test results is left to the judgement of the counselor. Only 30% of students see counselors.	Some test scores are made available on high school transcripts. However, they are not used to any great extent. Consequently, a discussion of their applicability and usefulness can be summarized by words. "They aren't."
(5) HIGH SCHOOL GRADES	High school grades, if there is a transcript, are routinely available to counselors and advisors. They are currently utilized to prove competencies in the math area and to determine whether prerequisites for some math and science classes have been met. In these areas, they are equally applicable to full and part-time students. High school grades are not used in a systematic process.	All students are encouraged to submit high school transcripts at the time of enrollment. In fact, the only students who routinely send high school transcripts are the recent high school graduates. Students applying to the LVN Program are required to submit high school transcripts. High school courses and grades are used by the counselor to help the student determine placement in college courses.. Only in mathematics courses are the high school transcripts needed for placement. The counselor can waive the math part of the placement test based upon high school courses and grades.	Availability of high school grades--we administered over 500 placement tests between May and September of 1984. About one-half of these students were 1984 high school graduates. Consequently, it is safe to assume that about one-half of first time students submit transcripts. A. Part-time students do not submit transcripts as frequently as full-time students. However, when they are available, PC's academic advisors use them as additional information especially in the area of math placement. B. High school grades are not routinely used in assessment. There are two exceptions. Recommendations from local high school English instructors are used for students who have completed two semesters of college-prep English. High school math grades are used by advisors in math placement.
(6) COLLEGE GRADES	College grades, to the degree available, are used by counselors and advisors for both full and part-time students. College grades are used, at present, to determine the meeting of competencies in math (Math 50 with a "C" or better, or passing any college Algebra class) and in reading ("C" or better in Reading 50), if those competencies have not been met in one of the other ways described.	A copy of all grade reports are given to the counselors. The staff in the Student Services Center has a CRT with access to student data in the district computer which includes class and grade results on all students. Other staff and teachers can obtain information on grades by requesting the information from Admission and Records. There is no distinction made between part-time and full-time students. College Grades are not generally used for assessment programs. If a student has completed a math course before taking the CPT and the math course is required for graduation, then that part of the CPT is waived.	College grades are routinely made available to advisors. Pre-enrollment for spring does pose a problem since final grades are not available until January. College grades are not used in the assessment system.

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Assessment Chart
Page 3

ITEMS	BAKERSFIELD COLLEGE	CERRO COSO COLLEGE	PORTERVILLE COLLEGE
(7) PREDICTIVE VALIDITY	No predictive validity studies have been done on any of the instruments currently used, nor on high school or college grades.	At present, no validity studies have been done on the test scores or grades and at present none are planned. Cut-off scores are determined by a faculty administrative committee.	Writing-Validity Research has been done using English grades. Variables are scores from SAA Reading and TSWE of the College Board. Prediction equations are available. The PC Language Arts Division has established placement standards based on student's predicted chances of making a "C" or better in English 1A (Level 1) and English 71 (Level III). Equations are differentiated for males and females. 1A Prediction Equation Predicted GPA / Chances of C or Better Level 1 (1A): 3.00 — 89/100—MALE; 2.75 — 82/100—FEMALE Level II (50): 2.60 — 77/100—MALE; 2.30 — 73/100—FEMALE 71 Prediction Equation Predicted GPA / Chances of C or Better Level III (71): 2.56 — 80/100—MALE; 2.56 — 80/100—FEMALE Level IV (80): 2.55 & below — —MALE; 2.55 & below — —FEMALE After original placement recommendation is made, students submit a writing sample during the first week of each semester. This system has been in place for five years and each semester a few students are moved between levels. Language Arts instructors are satisfied and the system is working.
(8) OTHER EVIDENCE USED IN PLACING STUDENTS	Self-placement is an option for all students, as all recommendations regarding placement are advisory with the exception of enrollment in English 1 or 1A (monitored by the English Department). The issue of assessment and prerequisites was addressed last spring, and philosophical support for the concept was given. However, no implementation has occurred in any way except in an advisory capacity by counselors and advisors.	Test scores and grades are the only official means for placing students in courses. But if a student meets with a counselor, then the counselor does have the authority to place a student in a more advanced class. With few exceptions the prerequisites are not enforced at the college, and students are completely free to self select courses. Financial Aid students and veterans are required to have counselor approval before enrolling if he/she wants the courses to count for financial aid.	For full-time students, writing samples are used. High school teacher recommendations are also used.

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Assessment Chart
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ITEMS	BAKERSFIELD COLLEGE	CERRO COSO COLLEGE	PORTERVILLE COLLEGE
(9) ENROLLING IN CLASSES WITH NO PREREQUISITES	Students can enroll in classes that have no prerequisites without any evidence of ability or aptitude if they are taking fewer than nine units. At present, the majority of classes have no enforced reading, math or written English skill prerequisites. It would be difficult to estimate the number of percentage of students who enroll in courses for which they are not prepared, because required preparation is not clearly defined in the class schedule or catalog.	As stated earlier, prerequisites are not enforced for any students with the exception of Writing, General Studies Math 80, LVN. and Office Career courses. The Student Services Center can only handle 30% - 40% of the students enrolling in a regular semester. Records indicate that a large majority of the full-time students see a counselor on a regular basis while a much smaller percentage of part-time students make use of counseling. Their is also no attempt to enforce prerequisites at the time of registration with the exception of the above listed categories. New students enrolling in twelve (12) units are required to complete the CPT but the results are not necessarily used for placement. Although certain categories of students take Entrance Battery. No one is required to come in for scores.	Student are free to enroll in classes with no prerequisites. Advisors assist students in making their choices. Porterville College students not only take placement tests, they are required to attend group counseling session where tests are interpreted.

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APPENDIX B

PREREQUISITES

BAKERSFIELD COLLEGE

Department	Number of Courses	Courses Without Prerequisites	Percentage Without Prerequisites
Agriculture	101	83	82.0
Art	70	40	57.0
Behavioral Science	62	33	53.0
Business Education	105	55	52.0
Communication	64	33	52.0
Computer Science	25	7	28.0
Counseling	11	9	81.0
English	39	6	15.0
Ethnic Studies	3	3	100.0
Family and Consumer Education	126	79	62.0
Foreign Languages	30	9	30.0
General Studies	2	2	100.0
Health Careers	71	6	8.0
Health and Physical Education	84	73	86.0
Industrial Education	146	52	35.0
Library	8	2	25.0
Life Science	30	11	36.0
Mathematics	26	3	11.0
Music	63	15	23.0
Philosophy	19	11	57.0
Physical Science	89	32	35.0
Public Service	113	57	50.0
Social Science and International Education	40	34	85.0
Theatre	24	11	45.0
Women's Studies	10	10	100.0
TOTALS	1,361	676	49.6

CERRO COSO COMMUNITY COLLEGE

Discipline	Number of Courses	Courses Without Prerequisites	Percentage Without Prerequisites
Administration of Justice	14	6	42
Aeronautics	5	4	80
Agriculture	5	5	100
Air Conditioning/Refrigeration	4	2	50
Anthropology	12	3	25
Art	26	9	34
Automotive Technology	23	6	26
Biology	21	1	4
Business Administration	15	4	26
Business Data Processing	7	0	0
Business General	4	0	0
Business Office Careers	43	0	0
Business Real Estate	5	0	0
Business Supervisor	5	4	80
Chemistry	6	0	0
Computer Science	6	0	0
Drafting Technology	11	1	9
Drama	7	6	85
Early Childhood Development	18	8	44
Economics	3	0	0
Electrical Technology	6	1	16
Electronics Technology	19	1	5
Engineering	5	0	0
English	22	1	4
Family and Consumer Education	20	10	50
French	6	1	16
General Studies	6	1	16
Geography	2	2	0
Geology	4	1	25
German	6	1	16
Health Science	14	7	50
History	10	0	0
Humanities	1	0	0
Interdisciplinary Studies	2	0	0
Journalism	6	1	16
Machine Tool Technology	5	2	40
Mathematics	17	0	0
Music	39	2	5
Personal Development	9	9	100
Philosophy	8	0	0
Physical Education	88	43	48
Physical Science	6	0	0
Physics	6	0	0
Political Science	10	5	50
Psychology	13	1	7
Public Service	4	2	50
Social Science	2	2	100
Sociology	6	0	0
Solar Energy Technology	8	1	12
Spanish	6	1	16
Speech	5	2	40
Telecourse	24	0	0
Vocational Nursing	6	0	0
Welding	5	2	40
Wood	6	4	66
Work Experience	12	6	50
TOTALS	654	168	25

PORTERVILLE COLLEGE

Division	Number of Courses	Courses Without Prerequisites	Percentage Without Prerequisites
Business Education	77	18	23
Fine and Applied Arts	139	62	44
Health Careers	53	2	3
Language Arts	60	19	31
Natural Science/Mathematics	44	8	18
Physical and Health Education	45	43	95
Social Science	110	19	17
Technical/Vocational Education	112	81	72
TOTALS	640	252	39

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